

Second Level Annual

HWB 2-27a I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.	HWB 2-28a I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing.	HWB 2-29a I enjoy eating a diversity of foods in a range of social situations.	HWB 2-30a By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan.	HWB 2-32a I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods.	HWB 2-33a Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing.	HWB 2-34a I can discuss, evaluate and present information on food safety and health.				
MLAN 2-09a I work on my own and with others to read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken.	MLAN 2-10a I can choose and can read, on my own and with others, a variety of straightforward texts of different types, including non-fiction, short imaginative accounts, prose and poetry, which may have been adapted.	LIT 2-16a To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.	ENG 2-17a To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.	LIT 2-18a To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.	ENG 2-19a I can: discuss structure, characterisation and/or setting; recognise the relevance of the writer's theme and how this relates to my own and others' experiences; discuss the writer's style and other features appropriate to genre.	LIT 2-20a I enjoy creating texts of my own choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.	LIT 2-21a I can create texts of my own choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.			
MLAN 2-09b I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language.	MLAN 2-09c I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example.	LIT 2-15a I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.	MTH 2-18a I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid.	MTH 2-19a I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical pictures and patterns.	MNU 2-20a Having discussed the variety of ways and range of present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading.					
MLAN 2-07b I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts.	MLAN 2-07c I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation.	LIT 2-14a Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.	MTH 2-17d Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans.	MNU 2-11b I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.	MNU 2-11c I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object.	MTH 2-12a I have worked with my findings on how mathematics is important part it has played in our lives.				
MLAN 2-07a I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation.	MLAN 2-06b I have worked with others, using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in a country where the language I am learning is spoken.	LIT 2-13a I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.	MTH 2-17c Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary.	MNU 2-11a I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure.	MTH 2-05a Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers.	MNU 2-07a I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems.	MNU 2-08a I can use my knowledge of rounding to routinely estimate the answer to a problem, then after calculating, decide if my answer is reasonable, sharing my solution with others.			
MLAN 2-06a I can deliver a brief presentation on a familiar topic using familiar language and phrases.	MLAN 2-05b I can participate in familiar collaborative activities including games, paired speaking and short role plays.	ENG 2-12a Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.	MTH 2-17b I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context.	MNU 2-10c Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.	MNU 2-04a I can show my understanding of how the number line extends to include numbers less than zero and have investigated how these numbers occur and are used.	MNU 2-02a I have explored a range of whole number operations with and having explored decimal fractions are used and can explain the link between their place and its value.	MTH 2-03c Having explored the rules for the order of operations number calculations, I can apply them correctly when solving simple problems.			
MLAN 2-05a I can explore simple songs and rhymes and I enjoy learning with others as we talk and listen together.	MLAN 2-05c I can participate in familiar collaborative activities including games, paired speaking and short role plays.	LIT 2-11a I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.	MTH 2-17a I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context.	MNU 2-10b I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.	MNU 2-10a I can use and interpret electronic events and activities, and make time calculations.	MTH 2-07a I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary.				
MLAN 2-04a I can ask for help confidently using learned phrases and familiar language.	MLAN 2-04b I can take part effectively in prepared conversations by sharing information about myself and others of interests of my choice, using familiar vocabulary and basic language structures.	LIT 2-10a I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.	LIT 2-09a When listening and talking with others for different purposes, I can: share information, experiences and opinions; explain processes and ideas; identify issues raised and summarise main points or findings; clarify points by asking questions or by asking others to say more.	LIT 2-08a To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.	LIT 2-07a I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.	LIT 2-06a I can select relevant information, organise it in an appropriate way for my purpose and use suitable vocabulary for my audience.				
MLAN 2-03b I can take part effectively in prepared conversations by sharing information about myself and others of interests of my choice, using familiar vocabulary and basic language structures.	MLAN 2-03a When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others.	MLAN 2-02a I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact.	MLAN 2-02b I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact.	MLAN 2-02c I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact.	MLAN 2-02d I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact.	MLAN 2-02e I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact.				
HWB 2-26a I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond.	HWB 2-25a I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.	HWB 2-24a By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.	HWB 2-23a While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.	HWB 2-22a I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.	HWB 2-21a As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.	HWB 2-20a I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.	HWB 2-19a Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.	HWB 2-18a I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.	HWB 2-17a I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.	HWB 2-16a I am learning to assess a range of risks to protect myself and others, and reduce the potential for harm when possible.

Curriculum Overview

Session _____



HWB 2-37a I can understand how advertising and the media are used to influence consumers.	HWB 2-38a I understand the effect that a range of substances including tobacco and alcohol can have on the body.	HWB 2-39a I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.
MLAN 2-11d I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning.	MLAN 2-12a I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate.	MLAN 2-13a I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense.
LIT 2-22a In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.	LIT 2-23a Throughout the writing process, I can check that my writing makes sense and meets its purpose.	LIT 2-24a I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.
LIT 2-25a I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.	LIT 2-26a By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.	LIT 2-27a I am learning to use language and style in a way which engages and/or influences my reader.
ENG 2-27a I am learning to use language and style in a way which engages and/or influences my reader.	ENG 2-28a I can convey information, describe events, explain processes or combine ideas in different ways.	ENG 2-29a I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.
ENG 2-30a As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.	ENG 2-31a Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.	ENG 2-32a I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.
HWB 2-31a I can describe the role of a parent/carer and the skills, commitment and qualities the role requires.	HWB 2-50a I am able to describe how human life begins and how a baby is born.	